DOCUMENT RESUME

ED 269 285 SO 017 009

TITLE Building Bridges between Schools & Communities: Using the Arts in Education. Participant Planning Packet.

INSTITUTION Indiana State Dept. of Education, Indianapolis. Div. of Reading Effectiveness.

PUB DATE 84

NOTE 16p.

PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS *Art Education; Check Lists; *Community Cooperation; *Cooperative Planning; Cooperative Programs; Elementary Secondary Education; Instructional Materials; Rating Scales; Relationship; School Community Programs; *School Community Relationship; Worksheets; Workshops

ABSTRACT

Intended for those interested in promoting increased cooperation between schools and communities, this participant planning package contains a series of worksheets, written agreements, and planning forms for a symposium designed to promote the arts in education. A worksheet for planning arts resources is followed by an assessment form in which participants assess individual school's provisions for arts education. The next form enables participants to make a commitment to an arts in education orientation meeting for staff and community representatives. An arts in education planning sheet is followed by a checklist showing necessary elements of a successful arts in education program. Next, samples of possible barriers and solutions one might encounter when implementing such a program are followed by a worksheet for participants to similarly assist perceived needs, barriers, and solutions. Two activity grids in which participants consider resources needed, responsible persons in charge, how activities can be accomplished, schedules, costs, assistance needed, ways of involving the community, pre-planning activities, and follow-up activities are provided. A symposium evaluation form concludes the packet. (LH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Indiana Dept. of Education - Betty Johnson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Participant

Planning Packet

ED269285

Building Bridges Between Schools & Communities

Using the Arts in Education

SP017009

Name of the Resource: _____

Contact Person: _____

Address: _____

Phone Number: _____

Building Bridges
Between
Schools and Communities

Worksheet No. 1
Planning for Arts Resources

Subject Area: _____ Grade Level/Class: _____ Date when resources needed: _____

Arts disciplines to be included: _____ Date for implementation: _____

Objective:	Existing resources that are available:
Activities:	How can the community help us plan and implement this program?
Suggested resources (local and state):	Who will be involved in planning?
Preparation and materials needed:	How much pre-planning time will be needed?
How do I gain school approval for the program?	Funding; how can we find local funds through school/community support?

How can this activity be used as the beginning of a long-range program?

Name:_____ Position:_____

School:_____ Date:_____

DIRECTIONS: Please read each item carefully and place a check ( ) in the column that identifies the correct response for your situation. Check each item only once, but please respond to each item.

Group 1	True	False
1. We have no planning committee for the arts.		
2. There is no emphasis on arts.		
3. We have never applied for an arts in education grant.		
4. There is no integration of the arts into the curriculum on a consistent basis.		
Group 2		
1. A planning committee for arts is established but does NOT meet regularly.		
2. There is some interest on the part of the administration in the arts.		
3. We have written and gained approval for an arts in education grant.		
4. There is some integration of the arts into the curriculum on a consistent basis.		
Group 3		
1. A planning committee is established for arts and meets regularly.		
2. The administration is committed to and actively supports the arts.		
3. We have received and implemented an arts in education grant in the past.		
4. There are provisions to integrate all of the major art forms into the curriculum on a consistent basis.		
5. We have been identified as a Building Bridges demonstration site.		

Building Bridges
Between
Schools and Communities

Commitment to Orientation Meeting

I plan to conduct an Arts in Education Orientation Meeting for staff and community representatives at my school or organization on the

following date _____ and time _____.

I would like to have a Building Bridges Steering Committee Member attend the meeting.

yes _____ no _____

I would like to have the following materials for the meeting:

slide/tape _____ brochures _____ handbooks _____

Send materials to:

Name _____

Address _____

School _____

City/Zip Code _____

Phone: work _____ home _____

By what date? _____

How many people will attend? _____

Building Bridges
Between
Schools and Communities

Arts in Education Planning Sheet

Name of Participant or Team Leader _____

School or Organization _____

School Corporation _____

County _____

Planning Committee Members

School _____

_____

_____

_____

_____

Community _____

_____

_____

Time line for short range plan _____

Time line for long range plan _____

Planning Form No. 1

Arts in Education Checklist

The characteristics listed below are necessary elements of a successful Arts in Education program. Please read the description of each characteristic carefully.

- If you DO NOT have the characteristic in your program, place a check under the NO column.
- If you DO have the characteristic, place a check in the YES column that describes the level at which the characteristic is operating in the program, HIGH or LOW.

	NO	YES HIGH	YES LOW
Arts Planning Team - committee meeting on a regular basis, responsible for organizing and implementing the Arts in Education program.			
Arts Resources - facilitate the implementation of the program and include the following: • **arts specialists**			
• **artists (visual/performing)**			
• **community resources**			
• **media/materials**			
• **staff development**			
Arts Coordinator - person with arts training who is responsible for coordinating all aspects of the Arts in Education program.			
Networking - in an intentionally designed process of interacting with others who share common goals for Arts in Education.			

Training Example No. 1

NON-EXAMPLE

Building Bridges
Between
Schools and Communities

Planning Form No. 2

Needs/Barriers/Solutions

Name Jane Jones Date September 10, 1984

School Corporation North-South, Central County

In the spaces provided below please fill in one need that your corporation has related to an Arts in Education program, and then list the barriers to that need that you perceive. Next to each barrier, list a viable solution to it.

Need: We need money **

**Money is not an educational need, therefore, it is not valid.

Barriers	Solutions
Don't know where to find it. No money in our budget. Don't know how to apply for a grant. No one has the time to pursue this kind of thing. We have no leadership. The administration is not supportive. All we have is one person who is interested in arts education.	

Training Example No. 2

VALID EXAMPLE

Building Bridges
Between
Schools and Communities

Planning Form No. 2

Needs/Barriers/Solutions

Name Jane Jones Date September 10, 1984

School Corporation North-South, Central County

In the spaces provided below please fill in one need that your corporation has related to an Arts in Education program, and then list the barriers to that need that you perceive. Next to each barrier, list a viable solution to it.

Need: We need to get an artist in our school even for just one day.

Barriers	Solutions
Don't know where to find the artist.	Local, state, and national arts organizations have lists of artists and other resources.
There is no one to initiate this kind kind of activity.	Organize and recruit an Arts Planning Team and Coordinator.
Who would be responsible for coordinating these activities related to having artist come into the school? -obtain board/principal permission -locate and schedule artist -plan with teachers some curriculum activities related to the art form before and after the artist's visit -decide what kind of art form would be most useful	The Arts Coordinator and/or a committed volunteer (teacher, or community person or parent)
Who would coordinate the teachers', students', artist's schedule?	The Arts Coordinator, principal, committed volunteer.
Who pays for the artist?	School board, local parent-teacher organization; apply for a grant—such as those available through the Indiana Arts Commission.

BEST COPY AVAILABLE

Building Bridges
Between
Schools and Communities

Planning Form No. 2

Needs/Barriers/Solutions

Name _____ Date _____

School Corporation _____

In the spaces provided below please fill in one need that your corporation has related to an Arts in Education program, and then list the barriers to that need that you perceive. Next to each barrier, list a viable solution to it.

Need: _____

_____

_____

Barriers	Solutions

Name: _____

School Corporation: _____

Building Bridges
Between
Schools and Communities

Planning Form No. 3

Need: _____

Activity (in objective form)	Resources Need (state and local)	Who is responsible?	How can we accomplish this? (list steps)	When?	How much will it cost?

Name: _____

School Corporation: _____

Building Bridges
Between
Schools and Communities

Planning Form No. 4

	Activity 1	Activity 2	Activity 3
1. For each activity, list the types of assistance you will need – both human and material.			
2. For each activity, list the ways of involving a broad base of representation from school and community.			
3. For each activity, list pre-planning activities (who, where, when).			
4. For each activity, list follow-up activities (who, where, when).			

BEST COPY AVAILABLE

Building Bridges Between Schools and Communities

Symposium Evaluation Form

Name: _____ School: _____

Planning Group Assignment: _____

	Strongly Disagree		Not Sure		Strongly Agree
1. The symposium provided information that I plan to use in the future.	1	2	3	4	5
2. The symposium provided examples of resources and programs that will be useful to our school.	1	2	3	4	5
3. I understand the concepts and objectives of Arts in Education.	1	2	3	4	5
4. I feel that the strategies used in an Arts in Education program can improve the status of the arts in our school.	1	2	3	4	5
5. I intend to use the handbook materials in planning and implementing an Arts in Education program.	1	2	3	4	5
6. I used my time well and benefited from attending this symposium.	1	2	3	4	5
7. If you are a participating member of the Building Bridges Network, are you satisfied with your role? Explain: _____ _____	1	2	3	4	5
8. If you are <u>not</u> already a member of the Building Bridges Network, would you like to be a member? Why or why not? Explain: _____ _____	1	2	3	4	5
9. Networking within our corporation, or with other corporations, is beneficial and we intend to participate in networking activities.	1	2	3	4	5
10. As a result of participation in this symposium, I feel more confident					
a. discussing Arts in Education with my administration.	1	2	3	4	5
b. formulating an arts planning committee.	1	2	3	4	5
c. developing and implementing an Arts in Education plan.	1	2	3	4	5